

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English has gained its popularity all over the world including Indonesia. In the past English was only taught in secondary schools. In current years, however, the teaching of English is expanding into the primary or elementary school setting. The degree of the ministry of education and culture Republic of Indonesia No. 060/U//1993 states that English may be given to elementary schools students as a local content. The phenomena have caused many English educators charge with teaching teachers and or curriculum and material development to raise questions about how to teach English as Foreign Language to students (Fauziati, 2002, p. 169).

Teaching English to students is not as easy as it seems. The teacher will face difficulties when they teach English as foreign or second language. First, the influence of L1 to that of teaching L2, but there are also many differences especially in spelling, intonation, structure, and vocabulary. Second, the young learner cannot concentrate much longer. students have a very short attention and concentration span. They can only concentrate for about 10-15 minutes; this is why a teacher should have a strategy to overcome this problem because students are easy to get bored

In brief, English teacher should be creative in developing their teaching-learning process to create a good atmosphere, improve the students, give attention to the English material, and make the English lesson more exciting. So the teacher needs a strategy in teaching English for students.

Questions are the most common form of interaction between teachers and students in classroom teaching. Characterized a question as an utterance with a particular illocutionary defined a question as a semantic class used to seek information on a specific subject. In terms of teacher questions, claimed that teacher questions are all types and structures of utterances classified, either syntactically or functionally, as questions asked by the teacher before, during, and after instruction in order to elicit responses from the students.

Several categories are produced for teacher questions. Classified teacher questions into the recall/process questions and the closed/open questions. Have worked on the role of teacher's question types: display questions and referential questions. revealed that teachers spend most of their time asking low-level cognitive questions, which concentrate on factual information that can be memorized, while high-level-cognitive questions which require students to use higher order thinking or reasoning skills are quite demanding. Interestingly, teacher questions can be viewed as pedagogical questions, which consists of yes/no, open-ended, convergent, and divergent questions. Whatever names are used for their types, teacher questions can, in general, be grouped into two: one is for facts, for example, closed, display, low-level cognitive, yes/no, and convergent questions; the

other for opinions, namely, process, open, referential, high-level cognitive, open-ended, and divergent questions.

Teacher questions may serve different functions which are listed by such researchers as “to arouse interest and curiosity concerning a topic; to focus attention on a particular issue or concept; to develop an active approach to learning; to stimulate pupils to ask questions of themselves and others”; “to check learners’ understanding, to elicit information, and to control their classrooms”; “to find out what pupils do or do not know and understand; to remind them of work completed in a previous lesson; to challenge, stimulate and develop their thinking “to keep their learners involved during lessons; to express their ideas and thoughts; to enable learners to hear different explanations of the material; to help teachers to evaluate their learners’ learning and revise their lessons when necessary”; focusing attention; exercising disciplinary control in the course of instruction; encouraging students’ participation; moving the lesson forward”.

In fact, teacher questioning has been identified as a critical and challenging part of teachers’ work. The act of asking a good question is cognitively demanding and requires considerable pedagogical content knowledge. Good questioning is both a methodology and an art; there are certain rules to follow. Questioning becomes a key method of altering the level of challenge provided and determining the progress made in lessons, particularly in a content-based classroom (Meng, 2012, p. 1).

Question is a key aspect of teaching and learning process and it is crucial the way teachers manage the class, invite students with content, encourage participation and increase understanding (Ni'mah, 2012, p. 21). In this study, basic questioning can be used get information, checking student's understanding, and stimulating students to think more, and also asking students opinion.

The researcher chooses the school at SDIT because SDIT Alam Ikm Al Muhajirin is one of the Islamic school in Palangka Raya, but the English students of this school were very good in their grade. Because when I observed, I found their skill on the questioning pattern was weak. So this my reason why in interest to look for how the teacher's questioning pattern which involves the students' intelligence to responses the teacher's questioning in the English language actively.

The researcher choice the title because the writer wants to know how the teacher creativity in make the questioning pattern in the classroom with the students respond also. Therefore, researcher wants to conduct a study entitle **“Teacher’s Questioning Patterns And Student’s Responses In English Classroom Interaction Of Elementary School Alam Ikm Al Muhajirin Palangka Raya”**

B. Research Problems

Based on background, the problem of the study are:

1. What are the teacher's questioning patterns in English classroom interaction?

2. How are the student's responses towards questioning patterns in English classroom interaction?

C. Objectives of Study

1. To know the teacher's questioning patterns in English classroom interaction
2. To measure the student's responses towards questioning patterns in English classroom interaction?

D. Scope and limitation

The scope and the limitation of the study limitation teacher's questioning patterns and student's responses in English classroom interaction of SDI Alam Al-Muhajirin Palangka Raya, especially for third-grade students at SDIT Alam Ikm Al-Muhajirin Palangka Raya in the academic year 2016/ 2017, 20 students in class and one teacher.

E. Significance of Study

This study aim at investigating the teacher's questioning patterns and student's responses in English classroom interaction. This study has practical and theoretical significance.

Practically, this study will contribute to the English teachers, especially in teaching questioning patterns and student's responses in English classroom interaction. The teacher knows student's responses in student's classroom interaction.

Theoretically, it is expected that the results of the study can give a contribution to support the theory of teaching English as a foreign language, especially for the English teacher.

F. Definition of Key Terms

Questioning patterns is a pattern which used by an English teacher to explore the students' knowledge. In this study questioning patterns are all of questions which English teacher asked in hole of the learning process from the beginning activity until the end of the teaching learning process.

Student's Responses are student's ability to focus, attention involvement with the learning and are interactive answering the teacher's questioning and gave feedback from the others students. In this study, the student's responses are how they give the response or answer towards the English teacher's question.

Classroom interaction as a form of institutional talk is locally managed but cooperatively constructed speech exchange system. In this study, classroom interaction is the interaction of the teacher and the students in the classroom.

SDIT Alam IKM Al-Muhajirin is an educational program of families of Muslim Al-Muhajirin foundation refers to the function of man as caliph fil ardh located in the province of Central Kalimantan Palangka Raya, precisely at Mahir Mahar street. In this study, it's the place of the researcher to do the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

There are some previous studies, which are related to the study: First, The result of Pujiastuti's research indicates that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. It is also found that student's initiation plays a significant part in the classroom interaction (Pujiastuti, 2013, p.163).

Second, Meng, et al made a research, the results showed that the teacher questions were referential and display questions. However, only display questions were used when dealing with teaching and learning. They serve several functions such as to elicit information, to check learners' understanding, etc. In addition, six-question modification strategies were employed when dealing with non-responded questions.

Third, The findings of Narwasti's research indicate that in the question type, display question were highly uttered by the teachers rather than a referential question. In display questions, the biggest category of questions asked by the teachers was complete pronominal questions, which are questions in the form of WH questions. Meanwhile, for 7 referential questions,

there were 4 complete pronominal questions and 3 complete verbal questions, posed by the teachers (Ndun, 2015, p. 11).

Fourth, Suryati's research, the findings revealed that much of the teacher-student interaction in Lower Secondary Schools centered on the material mode, skill, and system mode. The most frequent strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns, while students' extended turns were rare. It is argued that in order to improve the Indonesian ELT, there is a need to provide an alternative to ELT classroom interaction.

Five, Rahmawati, the purpose of this study was conducted to find out what the students' responses were the activities presented in the classroom as the implementation of Theme-Based Teaching. This research was carried out to the third graders in one primary school in Bandung Based on the research findings, it is revealed that the students responded to the reading activities presented in the classroom positively by actively participating in each activity (Rahmawati, 2014, p. 76).

Based on the studies above the researcher conclude that almost in English classroom interaction, the English teacher uses display questions and referential questions. They serve several functions to ask their students such as for elicit information, to check learners' understanding, etc. Then, toward the activities presented in the classroom as the implementation of theme-based teaching the students responded to the reading activities presented in the classroom positively be actively participating in each activity. So that way, the

researcher interest to know what are the questioning patterns which the English teacher used and how are the students' responses to it in the English classroom interaction especially in the elementary school. Because sometimes the students of the elementary school thought that English is difficult to understand. So, whether they gave a positive response or not when their teacher asks them in the classroom is the main focus of the researcher.

B. Questioning

1. Definition of Questioning

Questioning is a skill that can be used by English teachers to manage and to explore the learning process and learning activities in the classroom. For learners, questioning is also a skill to get language knowledge and language skills of English being learned by the language learners (M. Zain, 2016, p. 363).

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that expose students to the content elements to learned. It has become an essential part of instruction in that it allows teachers to monitor student competence and understanding as well as increase thought-provoking discussion. This deals with leading students to acquire certain knowledge. (Ndun, 2015, p.9)

In a teaching and learning context, question refers to any idea that the requires a response from listener. It is used to make a request for information. Furthermore, the request it self is made by such an expression

and the information is provided with an answer. The situation takes place when the teachers want to get students' responses and the first step is to answer questions.

2. The Importance of Questions

Questions are vital to acquire knowledge. People usually ask questions to one another to know something about unknown things. They are instruments to examine new ideas, facts, information, knowledge and experiences. In line with this, According to Brown and Wragg say that we normally ask question when we really want to know something and, if we already know the answer, then we don't need to ask. (Ndun, 2015, p.10)

On top of that, questions play a great part in communication. It is used as a learning tool to promote interaction .

In line with this, According have stated the following as justifications for the important questions in teaching.

They stimulate and maintain students' interest.

They encourage students to think and focus on the content of the lesson.

They enable teachers to check students' understanding.

They enable a teacher to elicit particular structures or vocabulary items.

They encourage students' participation in a lesson.

Questions in the language classroom play a significant role in promoting learners' language proficiency. They are employed to check students' comprehension, to see if they have acquired the knowledge imparted, to focus their attention and involvement in the lesson, to control behavior, and to encourage the students to use the target language for

communication. In line with this, suggests “Learning is more effective if learners are actively involved in the process.” Since learner’s participation is really demanding, effective questions will stimulate learners to use the target language more.

Thus, to improve the learning opportunities for the class and to motivate students to talk more and provide responses, teachers are expected to develop questioning skill and employ different types of questions in EFL classrooms. Besides that, students should also be encouraged to ask questions and give responses to teachers’ questions. If students are given opportunities to talk, teachers will be able to obtain feedback on students’ problem in understanding some parts of the lesson.

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to enhance student’s involvement and to promote students’ creative thinking in classroom interactions. Questioning is considered as one of the most essential and important techniques during instructional processes since Socrates’ time. Questioning takes up most of teacher talk, and it has been improved to have a great influence on classroom interaction.

Questioning is one kind of active teaching procedure. It is one way of teaching through teachers’ and students’ interactions in checking learning, promoting thought, consolidating knowledge, using knowledge, and achieving teaching goals.

3. The purpose of Questioning

What is the purpose of teachers 'classroom questions? A variety of purposes emerge from analysis of the literature, including:

- a. To develop interest and motivate students to become actively involved in lessons.
- b. To evaluate students preparation and check on homework or seatwork completion.
- c. To develop critical thinking skills and inquiring attitudes.
- d. To review and summarize previous lessons.
- e. To nurture insights by exposing new relationships.
- f. To assess achievement of instructional goals and objectives.
- g. To stimulate students to pursue knowledge on their own.

These purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and sometimes a teacher reaction to that response. Within these recitations, students follow a series of steps (consciously or unconsciously) in order to produce responses to the questions posed. These steps include:

- a. Attending to the question.
- b. Deciphering the meaning of the question.
- c. Generating a covert response (i.e., formulating a response in one's mind).
- d. Generating an overt response, and often.

- e. Revising the response (based on teacher probing or other feedback)

(Kathleen Cotton: 1).

4. Teacher Questioning

Teachers' questions may process a variety of purposes, but Richards & Lockhart classify questions asked in the class into three categories in terms of their purposes as procedural, convergent and divergent. Procedural questions have to do with classroom procedures and routines, and classroom management.

Convergent questions encourage similar student responses or responses which focus on a central theme. They do not usually require students to engage in higher-level thinking in order to come up with a response but often focus on the recall of previously presented information. Divergent questions are the opposite of convergent questions. They encourage students to provide their own information rather than to recall previously presented information.

Another categorization, which will be fundamental for this study, for teachers' questions were presented by Wajnryb as follows:

- a. Yes/No questions, e.g. 'Here is a picture of a woman. Have you seen her face before?'.
- b. Short answer/ retrieval-style questions, e.g. 'What did she say about the film?'.
- c. Open-ended questions, e.g. 'Whom could he have telephoned?'.

- d. Display questions (questions requesting information already known to the questioner), e.g. ‘What color is this pen?’.
- e. Referential questions (questions requesting new information), e.g. ‘What did you study at university?’.
- f. Non-retrieval, imaginative questions (questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for), e.g. ‘What do you think the writer was suggesting by making the central character an animal?’. (Wajnryb, 2011, p. 11)

We looked specifically at the questions teachers posed in order to follow up on students’ initial explanations and build on student ideas. These often appeared as requests for students to clarify ambiguous explanations, questions directed toward uncovering the reasoning underlying errors students made, requests for further elaboration of problem-solving strategies, and questions to highlight important mathematical ideas.

Our iterative analysis process led us to identify and examine four types of teacher questioning practices that teachers used to help make student thinking explicit: general questions, specific questions, probing sequences of specific questions and leading questions (these questioning practices are illustrated in later sections). General questions were not related to anything specific that a student said. Specific questions addressed something specific in a student’s explanation. Probing

sequences of specific questions consisted of a series of more than two related questions about something specific that a student said and included multiple teacher questions and multiple student responses. In leading questions, the teacher guided students toward particular answers or explanations and provided opportunities for students to respond. In two segments, the teacher asked questions that did not fit into the previous categories; we label these as other questions.

It should be noted that teachers engaged in other Practices to help make student thinking explicit, such as revoicing or repeating student answers or explanations, describing strategies they thought students used to solve particular problems, and highlighting mathematical ideas in student explanations. We did not analyze this Practices because of the teacher, rather than the student, was primarily responsible for describing or summarizing student thinking. We focused on teacher questioning because this set of practices was the predominant one used by teachers to help students make they're thinking explicit (Megan L. Franke, 2009, p. 176).

5. Questioning Strategies

Questioning strategies used by teachers are aimed at activating and motivating students to participate in teaching and learning process. State that there are three questioning strategies used in reading activities, namely redirection questions, prompting questions and probing questions. Redirection questions are used to help to establish positive patterns and high-level interaction in a classroom. It involves framing of single

questions of which there are many possible responses and receiving responses from several students. Prompting questions are used to hints and clues to aid for students in answering a question or to assist them in correcting and improving an initial response. It enables students to answer a question successfully. Question is intended to seek clarification and guide students to complete the answer. State that probing questions is used to follow up student' response and attempt to stimulate students to think through their answer more thoughtfully.

Questioning is always considered as a value to a stimulate students' learning. Therefore, the teacher is encouraged to use appropriate questioning strategies in learning activities. Questioning strategies used by teachers should be able to make students more involved in classroom discussion.

And than Literal and inferential levels questions are dominantly used by the teachers. The literal question is only able to recall and recognize factual information explicitly stated on the inferential questions requested students uncover the ideas and information not explicitly in the text. Look at the following examples.

Literal level question

- a. Do you know how old is Brian?
- b. Where was the farmer from?
- c. What is the main idea of the first paragraph?

Inferential level questions

- a. Why does Loro Jongrang ask for the impossible requirement?
- b. Which one is smarter, fox or lion?
- c. Why do you think that the lion is not smart?

The data above indicate that teachers not only ask for information stated in the text but also ask for students to find the inferred meaning of the text. However, it is only a limited number questions in the level of reorganization, evaluation, and appreciation.

Levels of Questions

Related to the level of questions, a well-known classification is a taxonomy proposed. This taxonomy classifies the level of abstraction of questions commonly occurred in educational objectives. Bloom's taxonomy is more stressed on cognitive domain of levels of thinking. The cognitive domain refers to the intellectual activities involved in learning it is composed of six-level hierarchy; knowledge comprehension, application, analysis, synthesis, and evaluation (M. Zain, 2016, p. 364).

6. Questioning Pattern in Teaching

A pattern describes a problem typically faced by a classroom teacher in a generic format. The pattern provides the basis for a solution but does not provide specific implementation details. A collection of related patterns is called a pattern language. Originally presented at the 2002 PLoP conference, "Patterns for Active Learning" is a pattern language that focuses on classroom situations at the beginning of the advanced level. It consists of 28 interrelated patterns, but focuses primarily on the pattern

“Active Student”. In this study, pattern means that the teacher has same question pattern in classroom interaction.

Teacher questioning plays a role in helping students move to the next cognitive level.

a. The use of questions

A question asks for Information, eg. If someone is ready or not, or the time when the film starts. But, the question sometimes has other uses, the especially question with a modal verb (e.g. shall, could) (Eastwood, 1993, p. 56).

Here are some examples:

Making a suggestion: Shall we go then? ~ *All right.*

Requesting: **Could** you pass the sugar, please?

Offering: **Can** I carry something for you? ~ *No, it's Ok,*
Thanks.

Inviting: **Would** you like to come to a party? ~ *yes, I've love*
To. When is it?

Asking permission: **May** I use your phone? ~ *Yes of course.*

b. The form of question

There are two kinds of question.

1) YES/ NO QUESTION

A yes/no question can have the answer **yes** or **no** :

Are you ready? ~ **Yes** just about.

Have you got a pen? ~ **No**, Sorry.

Is it raining? ~ I don't think so.

2) WH-QUESTION

A Wh- question begins with a question word, e.g. **what, where** :

What *have you done?* ~ Broken a glass

Where *do you work?* ~ At a supermarket.

When *did you arrive?* ~ Just now.

In a question, an auxiliary verb comes before the subject. An auxiliary verb is a form of **being** or **has** or a modal verb (e.g. **can, should**) (John, 1993, p. 57).

For example :

Statement: **It is** raining.

Question: **Is it** raining?

Statement: **Paula was** dancing

Question: What **was Paula** doing?

The main verb also comes before the subject in a question :

Is it windy out there? **Are you** ready?

If there is more than one auxiliary, only the first one comes before the subject :

what has **Paula** been doing?

Can the letter have got lost in the post

Types questions can be classified on the basis of a form of questions.

Based on the form, questions can be classified into three types: yes-no questions, why-questions, and alternative questions. Classified questions in

two major classes, close question, an open question. If the answers are limited to acceptable answer in mind, the question is referred to as closed questions, whereas if space allowed for more extensive response, the question is regarded as an open question. Close question is usually in the front of yes-no questions or alternative questions, and open questions are a the front of why-questions.

More detail, Question types have been divided into two to six types by scholars. Initially, researchers focused on four question types. analyzed teacher questioning into four types: (1) open-ended question (e.g., “If you were to design a science display for the school bulletin board, what would you include in the display and why?” or “What should be included in a project to improve the school environment?”), (2) closed-ended question (e.g., “What is the chemical formula for water?” or “What happened when you switched from low to higher power magnification?”), (3) rhetorical question (e.g., “The green coloring matter in plants is called chlorophyll, right?” or “Yesterday we said there are three major groups of rocks, right?”), and (4) managerial question (e.g., “Does everyone have the necessary equipment?” or “Will you turn to page 15?”). divided teacher questioning into six question types: (1) yes/no questions: reiterating (e.g., “Could you tell me what this is?”), (3) open-ended questions: being divergent (e.g., “What needs to be done to write a report?”), (4) display questions: using representations (e.g., “What is it?” using flash cards), (5) referential questions: teacher does not know the answer (e.g., “Did you read

a book to find information?”), and (6) non-referential questions: asking for an opinion or judgment (e.g., What do you think about this topic?”). (Sungko Kim, 2015, p.15)

7. Teacher Student interaction

Flanders’ system is an observational tool used to classify the verbal behavior of teachers and pupils as they interact in the classroom. Flanders’ instrument was designed for observing only the verbal communication in the classroom and ignoring non-verbal gestures.

- a. So far, according to Sampath et al. there are seven basic theoretical assumptions lay behind interaction analysis.
- b. The relation between teachers and students is considered a prominent factor in terms of teaching process and methodology as well.
- c. Teachers’ behavior primarily shown in the classroom in the form of verbal behavior affect pupils’ behavior.
- d. The classroom climate influences the learning process.
- e. Verbal communication is used predominantly in a normal class situation.
- f. Verbal behavior can be observed with higher reliability than that of not- verbal and it can also be a good indicator to draw overall behavior in the classroom.
- g. Verbal statements of a teacher are considered consistent with his non-verbal gestures as well as his overall behavior.
- h. Teachers can possibly modify his/her behavior through feedback.

In addition, there are two main processes in the interaction analysis, that is to say, encoding and decoding. The encoding process is used for recording classroom events and preparing observation matrix by encoding the numbers often category system. The decoding is a process of interpreting observation matrix (John, 1993, p. 144).

8. Skills of Questioning in English Classes

The skills of questioning involved four stages of questioning, they are preparation, asking question, students organizing answer, teacher providing the feedback. So the skills of questioning can divided into four parts: skills of preparing, designing, controlling and evaluating for questioning in English classes.

a. Skills of Preparing for Questioning

Effective questions request teachers make preparation before class. Even if some teachers can ask questions extemporaneously, sometimes the arrangement of questioning lack logic in manysituations, or there are problems in language organization and the questions cannot make students use the knowledge or skills to answer as expected. So before asking questions in class, the preparation is required as follows:

1) Deciding on the Purpose for Questioning

Teachers ask questions with several goals and aims: Different styles of lessons, teaching goals have corresponding questioning

strategies. Teacher should take different skills and methods of questioning.

To lead learners in to the topic. The teacher should ask the students some preview questions to introduce the topic before the actual start of the classroom interaction. The purposes of doing so lie in two aspects: one is to arouse the learning interest and curiosity of the students for them to participate in the classroom activities promptly; the other is to direct the students to the actual process of the class interactions without having students feel bored and discouraged. And the students will automatically respond to the teacher with enthusiasm. Thus creating the satisfactory atmosphere in the classroom interaction is very important.

To check or test the learners' ability of understanding, or practical skills of language. In any classroom interaction, the teachers should know beforehand the basic abilities of the learners or the students to make their teaching more effective. The questions should be the basic facts of the reading materials or the general development of the stories. By these questions, the teacher will know how much and how well the students have grasped the reading materials and how well they can do in the classroom interaction. And this also gives an idea to the students how they should do in the classroom interaction.

In all, with the goals in mind, teachers can predetermine the types of questions they are going to ask. And the goals of teachers' questioning will affect some other aspects of questioning skills, including question designing, question controlling and handling students' responses.

2) Selecting Content for Questioning

Teacher's questions give guidance to emphasis of students' study. It is very important for teachers to choose key contents to design questions. On the contrary, the questioning based on non-key contents will confuse students.

In classroom language teaching, students' learning is mainly based on teachers questioning, so the content teachers choose to question is quite important. This practice will lead the students to see the content that teachers view as important. If teachers have difficulties in building questions about all lessons, they should formulate questions prior to class, anticipating the range of students' possible responses. Ask focused, clearly worded questions that give students a clear indication of expectations for responses. Teachers should be sure that the content of the questions requires responses, corresponding with the purpose of the question. Do not ask students to name an example when what the teacher really wants is an explanation of an example. It may be a problem that the teacher is unsatisfied with students' responses.

Analyze the questions and determine the kinds and levels of your questions. Ask questions which conform to the students' development level. If students are not knowledgeable in the content, teachers ask concrete level questions rather than abstract level questions.

3) Phrasing the Questions

The answer to questions should be more than just Yes/No. Questions should be clear and the students should easily be able to see what you want for a response. Do not confuse the students. Ask questions with understandable vocabulary. If students are unfamiliar with the terms that you use, it is unlikely that they will give you back what you are looking for. Use familiar terminology when phrasing questions. Be sure the questions you ask are clear in your own mind, and think through what you want from the students before you ask the questions. The questions teachers ask should be those that solicit student responses and provide instructional cues that convey the content to be learned or provide directions toward the content to be learned in a classroom setting. Questions are also used to help students know what they are to do and how they are to do it. Questioning should be challenging and interesting. It can stimulate the pursuit of knowledge and encourage passive students to get involved in. Answering questions should be brief, and try to avoid answering yes or no. Good

question can stimulate students to discuss and think. Do not raise general questions, such as:

What about foreign affairs?

What did we say about chemical bending?

4) Anticipating Problems

The teacher can know the learners' inherent knowledge by asking them two kinds of questions: the one-word answer question and multi-answer question. The first question will show whether the students have grasped the knowledge. And the second question will show how well the learners can make use of the knowledge that they have grasped, and to what degree the learners can demonstrate their ability in communicating with others. By comparison, the second question appears more conducive to classroom interaction than in the first one. Therefore, when the teacher aims at eliciting information from students, they had better ask the second kind of questions. Teachers should predict the students' possible answers, and prepare to give some guidance to the questions. And the teacher should prepare for the situation where students cannot give the answer and students refuse to answer questions and so on.

b. Skills of Designing for Questioning

Compared with question planning, question designing is more closely connected with questioning skills and techniques. It refers to

choosing the proper ways of asking questions and selecting the types of questions. Questioning designing strategy refers to methods and skills teachers choose to raise appropriate questions. In this part, the methods and skills include simplifying, moderating, asking thought-provoking questions, asking challenging questions, asking follow-up questions, asking questions relevant to students, and asking divergent questions.

1) Increasing the Number of Referential Questions

Referential questions are those questions for which the answer is not already known by the teacher. Such questions may require interpretations and judgments on the part of the “answerer”. Display questions refer to those questions for which the questioner knows the answer beforehand; such questions are usually asked for comprehension checks, confirmation check, or clarification requests. It was further observed that referential questions produced more classroom interaction. Swain argues that output may be an important factor in successful second language acquisition. She suggests that output creates the necessity for the learner to perform a syntactic analysis of the language. She further notes that comprehending the input or getting the message is possible without such an analysis. Producing one’s own messages, on the other hand, it may force the learner to pay attention to the

means of expression to successfully convey his/her intended meaning. If it is true that such questions increase the amount of learner output, and if output leads to better learning, then questions can be an important tool in the language classroom, especially in those EFL contexts where the classroom provides the only opportunity to produce the target language. It was inferred from the obtained data that display questions require short answers containing small pieces of information, such as part of speech, word stress, intonation, antonyms and synonyms, word pronunciation and meaning, comprehension checks, etc. Brock and Long and Sato have reported that classroom interaction was characterized by the use of display questions. However, it seems that the use of display questions can encourage language learners, especially beginners, to get interested. It may also help teachers provide comprehensible input for learners. Referential questions, typical of content classrooms and high proficiency language classrooms, and usually requiring long and syntactically complex answers contain, in fact, important points, e.g. interpretation, elaboration, giving opinions, etc.

So, it would be dangerous to generalize that referential questions are more useful for language teaching or display ones are useless. Each context requires an appropriate strategy for

itself. It is important for teachers to adjust their teaching style to learners' strategies.

2) Asking Questions Related to Students

There are always silent students in the class, and the silent students will always be there in the class. They should be encouraged to participate in the classroom activities or the classroom interactions. In order to get the silent students to be active in the class interactions, the teachers should develop some methods to arouse the learning interest of the silent students. The teacher should begin by asking some tentative questions to arouse the silent students instead of asking them what their opinions can be about the reading materials or their personal ideas about the phenomenon in the world of practice. And the students can participate in the interactions actively accordingly. And the question must related to students or the information known by students, if not, they will not interested in it or participate in it.

c. Skills of Controlling for Questioning

Since the focus of interactive teaching is interaction between teachers and students, in the course of teachers' questioning and students' answering, more efforts should be made on the controlling practice to enhance the interactive effect in language teaching. Some strategies employed by teachers are like these: sequencing, that is,

arrange the questions from easy ones to more difficult; nominating after the question; nominating non-volunteers; question redirecting and probing; increasing wait-time and directing attention to all and so on. In this paper a few aspects are emphasized as follows:

1) Nominating after the Question

The way of questioning is asking questions first, giving students time to think and then ask nominating student to answer. If you nominate students before you asking question, there will be just the nominated student thinking this question, while the other students considered not involved.

2) Nominating Non-volunteers

Students become distracted easily or do something by their own. When teachers ask questions, they can ask silent students deliberately, it can let students pay attention to your class. Non-volunteers will think they are taken seriously when teachers ask a question to them. And they will feel very well and they will participate in classroom instructions after that, and they will feel spunky.

3) Probing

Probing is another important questioning skill. Probes are based on student responses. The initial response of students may be superficial. The instructor needs to use a questioning strategy called probing to make students explore initial comments. Probes

are useful in getting students more involved in critical analysis of their own and other students' ideas. If the student does not provide a complete answer, he or she may know a partial answer. In some cases, even though the question is perfectly clear to the teacher; it might need to be restated or broken down into smaller pieces. The teacher should not accept "I don't know" as the final response.

Probing is the use of further questions to force the student to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow-on or leading questions to help the students answer the initial question or to provide a more complete answer. Probes can be used in different ways. Probes can be used to:

- a) Analyze a student's statement, make a student aware of underlying assumptions, or justify or evaluate a statement.
- b) Help students deduce relationships. Instructors may ask student to judge the implications of their statements or to compare and contrast concepts.

4) Increasing Wait-time

An important dimension of teacher's questioning skills is halting time, or wait time, that is, the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question., directing the question to another student, or giving the answer. That is called wait time, and

it is amazing how few teachers use this important questioning skill. In fact, when we consider the steps that are involved for a second language speaker in answering a question, an argument can be made that he needs an even longer wait time than a native speaker. In fact, it seems clear that if teachers asked questions, which they did not already know the answers, they would find it natural to wait for responses, and they would need time to think about the responses before reacting to them.

It takes time to answer questions, a lot of studies shown in their investigations that students were rarely given sufficient time to formulate their answers before the teacher repeated, rephrased, or went on to ask another student the question. Rowe found that teachers, on average, waited less than a second before calling a student to respond, and that only a further second was then allowed for the student to answer before the teacher intervened, either supplying the required response themselves, rephrasing the question, or calling on some other student to respond. In short, few teachers give their students enough wait-time to think about the questions or to form meaningful answers. The average wait time, when the teacher waits at all after a question, is less than a second. There should be at least 2 to 4 seconds after any question before any student is called on to answer it. Wait time allows the reflective student a chance to respond and well as the impulsive

student or one who instantly knew the answer. If no one wants to tackle the question after 15 seconds, leave it unanswered. Tell the students to think about the answer and you will raise the question again at the beginning of the next class period.

5) Directing Attention to All

In actual classroom interaction, the teacher will automatically cover high achievers, focus on the students in the first few rows and choose the selected few students to answer questions. And the teacher may not sometimes realize this when asking students questions. All these will result in the improper distribution of the questions to the students.

The solution to the imbalanced distribution of the students is to keep the teacher aware of the whole class in teaching activities, and the teacher should cover all the students in the classroom while focusing on high-achievers and low-achievers at the same time, thus arousing the leaning interest of all the students. And the teacher will pay attention to the whole class when asking the whole class the questions, not only high-achievers and low-achievers but also students of middle levels in the class. On the other hand, the teacher will generally ask the students in the first rows and the selected few students questions in the class. Distributing questions in this way also results in negative effects

on students in that some students feel that they are neglected, thus decreases their learning interest in classroom activities.

There are generally two approaches to these problems in class activities. One is that the teacher should pay attention to the whole class when asking students questions. The other is that the teacher should ask questions to the whole class from simple to complicated degrees instead of focusing on the few students with difficult questions. That is, the teacher should get to know well about the personalities and individual needs of their students so that they can treat them respectively.

Distribute questions among students so that all have a chance to respond. Call on non-volunteers; students may have become dependent upon you to provide answers. Avoid depending upon the same few students to answer questions all the time. Their responses may not necessarily be representative of the larger group. Tactfully thank them for their continuous contributions, and ask for other volunteers. Call upon non-volunteers in a friendly non-threatening manner. Develop a questioning strategy: if you ask questions, do not allow only a few students to monopolize the responding. Opportunity to respond should be available to all. Note that teachers are likely to call on the same students, those who have the right answers to get the reinforcement of a correct answer. Engage many students; does not allow a minority of more

confident or impulsive students to dominate the class. Present challenging and stimulating questions to all students, not just those perceived as having higher ability or knowledge. You may need to develop a plan if you want all students to participate.

d. Skills of Evaluating for Questioning

An important aspect of classroom interaction is the manner in which the instructor handles student responses. When an instructor asks a question, student can either respond, or give no response. The ways instructors handle students' responses are closely connected with the effect of the interaction. Teachers' feedback is very important. The feedback consists of positive feedback and negative feedback. Positive feedback is more helpful than negative feedback to improve the students' behavior and study motivation. Moreover, students are involved in the positive feedback of questions actively.

1) Praising

Affective Cognitive feedback gives students information about the questions they use, while affective feedback serves as emotional support which facilitates communication to continue. It is beneficial to learners' language development. Accompanied by positive affective feedback that is neither too discouraging to proceed nor so encouraging that learners see no need to change their output. To be exact, with the optimal affective feedback, positive feedback in the cognitive domain will serve as

reinforcement of the forms used and neutral or negative feedback in the cognitive domain will encourage students to try again. Therefore, teachers must provide learners with cognitive feedback as well as affective support.

2) Encouraging

In language classrooms, feedback is often directed towards the accuracy of what a student says. A number of issues are involved in error feedback. These include decisions about (1) whether learner errors should be corrected, (2) which kinds of learner errors should be corrected, and (3) how learner errors should be corrected. Even when students give a complete wrong answer, teacher still should give them enough encouragement.

For instance:

- a) Could you please make a further explanation?
- b) How do you support your ideas?
- c) Whether your answer is right or wrong, it doesn't matter. Please grasp the opportunity to practice your oral English.
- d) You've made great progress in pronunciation.
- e) When students cannot give the correct answer to the question, teacher can ask another easier question as a cue to help students to obtain the correct answer. It can encourage them to answer questions.

3) Quoting

Quoting is one kind of indirect praises. Corrective feedback is a term that is often used indiscriminately with feedback in literature; there are nevertheless shades of meaning between two terminologies. Precisely speaking, corrective feedback is an extended form of feedback encompassing feedback and additional demonstrations or explanations intended to remedy particular problems in student learning. Sometimes it is also known as error correction from the perspective of Error Analysis. Teacher can quote students' correct answer when he gives students the standard answer. It can encourage more than praised or encouraged words.(Xiaoyan Ma, 2008, p. 98)

C. Classroom Interaction

Communication in the class is understood through classroom interaction. In the other words, in order for interaction to be realized, there must be some kind of the contact between the teacher and the learners (Pechackova, 2012, p. 13).

Interaction occurs every day in the classroom activities between the teacher and the learners. Interaction is commonly defined as a kind of action that occurs as two or more objects have an effect upon one another (Cheruiyot, 2009, p. 18).

According Allwright and Bailey (Cheruiyot, 2009, p. 18). Stated that Interaction is viewed as significant because it is argued that:

- a) Only through interaction, the learner can break down the Teaching/Learning structures and derive meaning from classroom events.

- b) Interaction gives learners the opportunities to incorporate Teaching/Learning structures into their own speech (the scaffolding principles) and
- c) The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Classroom Interaction Based on the results, it could be concluded that most dominant characteristics in the classroom interaction were content cross, it meant that most of the teaching-learning time was devoted to asking questions and lecture by the teacher. Here, asking questions means the teacher asks a question about content or procedure with the intent that a student answers while lecturing means giving facts or opinion about content or procedure with his own ideas, asking a rhetorical question. So, the classroom activities were still in a teacher's dominant or teacher-centered learning, just like typical classroom characteristics in Indonesia. Teacher-centered learning or passive learning, on the other hand, occurs in a setting that the teacher plays the main role. Identified teacher-centered model as an industrial production in which student is a product and behaviors of "exit skills" or "outcomes". In this class, a teacher spent the most her talking time in explaining the material to the students. She used English in all her teaching activities. The students also tried to respond their teacher in English, but sometimes they still used

Indonesian when they couldn't find the words in English (Arif Widiyatmoko, 2013, p. 190).

1. The importance of Classroom Interaction

Teacher–student interaction is very important in the teaching and learning process because students benefit from this interaction at both the social and academic level. Such interaction is referred to as “classroom interaction” and is defined as the process of face-to-face interaction (Cheruiyot, 2009, p. 19)

There are some benefits from maintaining classroom interaction. First, students can increase their language score as they listen to or read the authentic material or even the output of their fellow students in discussion, skits, join problem-solving tasks, or dialogue journals. In interaction, students can use all their posses of language, all they have learned or casually absorbed in real-life exchange, In other words, through interaction, students are able to increase the opportunities to express their language for communication. Second, classroom interaction is one of the main indicator languages for communication. Second, classroom interaction is one of the main indicators in which learning is accomplished in the classroom. Thus, I think that a classroom interaction can be achieved when both of teacher and student can interact actively in the class discussion.

According to Gall (Responding to a question requires multiple steps; (1) to a question, (2) understanding the intent of the question, and (3) engendering a response (Gall,1984).

The first step is for the student to respond to the question that is asked. In this process, the filter theory (Broadbent) can be applied. This theory assumes that a filter or bottleneck in processing sensory information appears when people are listening to a question and proposes that people choose information to process based on its physical properties such as the tone of the person who delivers a question. In other words, people decide to filter which of the incoming auditory information to process. The remaining unattended auditory information is deleted from the listener's attention and, eventually, not processed.

The second step in the cognitive process is that people comprehend the question. Students interpret the intent of a question by recognizing individual words within the context of the question, recalling lexical information about those words, and converting the acquired information into a conceptual representation of their overarching and synthesized meaning (Anderson, 2004). Once students comprehend a question, they produce a response by evaluating related knowledge stored in their memories or available in class resources and materials, and then selecting relevant information to utilize in their responses (Gall, 1984).

This process indicates how teacher questioning should be utilized to help students move up to the next cognitive level. In sum, teacher

questioning should consider the process of student up to the next cognitive level. In sum, teacher questioning should consider the process of student learning as well as the process of students' understanding and responding to teacher questions. research about question types and student response types were used to create an analytical Based on these theories, Bloom's revised taxonomy (Anderson et al, in 2001) along with previous framework for the study.

2. Factors Influencing Classroom Interaction

The nature of classroom interaction is often influenced by students' Homes, neighbourhoods and culture (Cheruiyot, 2009, p. 26). Many students come from cultures in which adults and children interact in ways that differ from that found in most classrooms. Each culture has different „rules“ about how students should act in the classroom. In some countries, it is regarded as beneficial – and important – to answer the teacher's questions and interrupt him/her when something is not understood. However, in other countries, students are expected to listen; only the teacher should speak in class. (Cheruiyot, 2009, p. 26)

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used the qualitative approach to get the data. It was used because this study did a procedure of study that produces descriptive data in form of written or oral words of human behavior that could be observed. It did observation, questionnaire, interview, and documentation to collect the data.

According to Creswell, “qualitative research involves the field work. The researcher physically goes to the people, setting, site or institution to observe or record behavior in it is a natural setting (Creswell, 1994, p. 140).

Through the Creswell’s book, Locke, Spirduso, and Silverman state that “qualitative research is interpretative research. As such, the biases, values, and judgment of the researcher become stated explicitly in the research report. Such openness is considered to be useful and positive (Creswell, 2010, p.147).

In this way, the researcher chose the qualitative approach it means to find out and describe the current phenomena through the process being observed and interviewed detail and clearly as reality. That was found in teacher’s questioning patterns and student’s responses in English classroom interaction at SDIT Alam IKM Al Muhajirin Palangka Raya. In collecting the data, the researcher used some technique namely observation, interview, documentation.

The main purpose of this paper is to find out how teacher-student interaction realized in a young learner classroom using activities conducted in

the form of Project-Based Learning framework. By considering the purpose, a case study research was conducted in this paper (Nasrullah, 2013, p. 45).

An experiment involved the comparison of the effects of a particular treatment with that of a different treatment or without treatment. Quasi-experimental design is similar to the randomized experimental design in they involve manipulation of an independent variable but different in that subjects are not randomly assigned to treatments group (Donald Ary, 2010, p.316).

Qualitative research is based on a different philosophical approach, which sees the individual and his or her world as so interconnected that essentially the one has no existence without the other. It sees social reality as unique; thus, researchers can only understand human behavior by focusing on the meanings that events have for the people involved. You must look not only at what people do but also at how they think and feel, and you must attempt to understand their reality. The intended result of a qualitative research study is a narrative report so rich and comprehensive that you can understand the social reality experienced by the participants. Furthermore, because researchers do not know in advance how naturally occurring events will unfold or what vary Historically, the quantitative approach has dominated education research. In the late 20th century, however, scholars began to call for an alternative to the quantitative approach in educational research. They believed that using quantitative methods in highly controlled settings ignored the participants' perspectives and experiences. Qualitative research was the alternative. For a time, the relationship between quantitative and qualitative researchers was

somewhat adversarial, but gradually there was a trend toward rapprochement as researchers began to see quantitative and qualitative methodology as complementary. “The distinctions within the so-called paradigms are often as significant as the distinctions between them”. A new methodology in which the same study uses both quantitative and qualitative approaches are called mixed methods research. The end result of mixed methods research is findings that may be more dependable and provide a complete explanation of the research problem than either method alone could provide. All of these approaches are discussed in greater detail in later chapters.ables may be important, they do not begin a study with hypotheses (Donald Ary, 2010, p 42).

B. Subject of the Study

This study was conducted at SDIT Alam Ikm Al Muhajirin Palangka Raya at first semester. The third-grade students and the teacher were taken as a subject in this study. The researcher interviewed 10 students and English teacher of SDIT Alam Ikm Al Muhajirin Palangka Raya.

C. Source of the data

In this research, the researcher collected data from teacher and students in SDIT Alam IKM Al-Muhajirin Palangka Raya. Especially in the third grade with 20 students.

The researcher did a preliminary study to get the first data (observation). After researcher got the interview results, researcher prepares some questionnaire to interview teacher and students. To get the data researcher

also do observation in English class when the teacher gives some questions to the students. Here researcher observes the pattern of questioning applied by the teacher in English class. After the teacher gives questioning patterns, the students respond it. The researcher collected student questionnaire and interview the students to know their responses about questioning patterns that have given by the teacher. The researcher asked the students “what are the questions that usually used by the teacher? from the students respond researcher will know the questioning patterns that used by the teacher. Besides that, the researcher asked “how are the students’ ways to answer it a question? From the answer that given by the students, the researcher will know how the student's responses towards the teacher’s questions.

D. Research Instrument

Instruments of the study are needed in the research. It is because the instruments are tools to get the data of the study. In which the data are the important things to help the researcher in answering the problem of the study (Yulianti, 2017, p. 25). In collecting the data for this research, the researcher used observation, questionnaires, interview, and documentation, to obtain the data in order to answer the problem.

Instruments of the study from subject research are:

1. Observation

The observation was conducted as supporting data. The researcher did observation about the place, subject, object, teaching-learning process and questioning patterns that used by an English teacher. This observation was

aimed to investigate teaching and learning process in the class in particular when the teacher gave questions to the students and the students' responses. The researcher did observation four times.

First observation conducted on Tuesday, 7th of March 2017 at 09.30 – 10.00 a.m in teacher's office of SDIT Alam IKM Al Muhajirin Palangka Raya. In first observation, the researcher tried to investigate the questioning patterns that used by an English teacher when she taught the students, Second observation conducted on Friday, 10th of March 2017 at 09.30 – 10.00 a.m in third grade classroom of SDIT Alam IKM Al Muhajirin Palangka Raya, the researcher observe teaching and learning process in the class when the teacher gives some of questioning patterns to the students. The third observation, conducted on Wednesday, 15st of March 2017 at 09.30 – 10.00 a.m in SDIT Alam IKM Al Muhajirin Palangka Raya area, the researcher observe teaching and learning process in the class. The last observation, conducted on Friday, 17th of March 2017 at 09.30 – 10.00 a.m in third-grade classroom of SDIT Alam IKM Al Muhajirin Palangka Raya, the researcher observes the students when they gave the responses to the teacher's questions. For the results of observation were discussed on chapter IV.

2. Questionnaire

A questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of the gathering information from respondents. The questionnaire was given by the

researcher to the students in the English classroom, especially in the third grade. The questionnaire is about the questioning patterns which used by the English teacher, the students' understanding about the teachers' questions, and their responses about it. For the results of the interview were discussed on chapter IV.

3. Interview

The interview of this study was aimed to describe and identify the information about students' responses to the teacher's questioning patterns which given by the English teacher. The interview was conducted as supporting data. After collected student's questionnaire, the researcher interviewed ten students which chosen randomly. The writer conducted it on Tuesday, 18th of April 2017 at 11.30 - 11.50 a.m in grade 3 classroom. The questions of the interviewed consisted five questions. For the results of the interview were discussed on chapter IV.

4. Documentation

The researcher needs documentation as proof of the study. The aim of documentation in this study to record all of the data in a research and also as proof of research. It consists the data of the study such as the result of the questionnaire, interview results (field note or recorder), photos of the interview, and incredible by the teacher. In this current research, the researcher collected the student's questionnaire result. It was done to know

the questioning patterns which given by the English teacher to the students and their responses about it.

5. Field notes

Field notes were often referred to in a qualitative research, it was a description and accounts of the event in the research context which written in a relatively factual and objective style. In this study, the aim of field notes was to record the data where it was not possible to collect data using observation or interview.

Table 3.1. Research Instrument

No	Research Instrument	Data needed for the study
1.	Observation	<ul style="list-style-type: none"> - Teacher's questioning pattern - How they reach - How the students respond toward the teacher questionin
2.	Questionnaire	<ul style="list-style-type: none"> - Student responses - Teacher's Responses
3.	<ul style="list-style-type: none"> - Interview with teacher 	<ul style="list-style-type: none"> - About questioning pattern - The response of questioning pattern - About the interaction between student and teacher

	- Interview for students	<ul style="list-style-type: none"> - How the interaction between the student and teacher - How to response teacher's question
4.	Documentation	<ul style="list-style-type: none"> - Amount of the students - The result of questionnaire, the transcript of interview - The personal information - Photos

E. Data Collection Procedure

The study conducted at SDIT Alam IKM Al Muhajirin Palangka Raya at first semester. The researcher got the data such as questionnaire and interview from third-grade students and the teacher. To got the data needed in the study, there were some ways to did it, they were:

- 1) The researcher did a preliminary study to make sure the place, subject, object, teaching-learning process and questioning patterns that use by an English teacher.
- 2) The researcher made field notes about the result of the preliminary study.

- 3) The researcher did observation about the place, subject, object, teaching-learning process and questioning patterns that use by an English teacher in general.
- 4) The researcher gave the questionnaire to the students about the teacher's questions which usually used and their ways to respond it.
- 5) The researcher also did interview technique to teacher and students in order to describe and identify the information about questioning patterns which the teacher asked the students and the students' responses about it in the third grade of SDIT Alam IKM Al Muhajirin Palangka Raya.
- 6) The researcher made field notes about the result of the interview.
- 7) The researcher investigated the questioning patterns that applied by an English teacher.
- 8) The researcher collected the result of the questionnaire, photo, incredible as documentation.

F. Data Analysis Procedure

According to Bagdan and Sugiono states:

“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other.”

Miles and Huberman suggest that activities in data analysis qualitative interactively and continuously. The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification.

1. Data collection

The collection of data on the main qualitative research is observation, in-depth interview study documentation, and combined with all three tools is triangulation. The researcher does a passive observation of participants. Then, researcher visits the place of the activities but does not get involved in such activities. By the above research description, the researcher collects data from three ways i.e. observation, questionnaire, interview, and documentation. A researcher conducts the observation directly in the dorm by doing a direct observation of teachers and English language development activities.

The first step, the researcher observed for four days, there are :

Table 3.2 The Observation schedule

Day	Activity
1 st day	Observed the learning activity in the classroom.
2 nd day	Observed the teacher's questioning pattern which often the teacher used.
3 rd day	Observed in SDIT Alam IKM Al-

	Muhajirin area
4 rd day	Observed the students' responses to the teacher's questions.

The result of this observation step are :

- 1) The researcher gets the sample (the name of students).
- 2) The researcher gets the information about teacher's questioning pattern and the students' responses generally.

The second step is giving the questionnaire to students who become sample in this research. The questionnaire consists of the teacher's questioning pattern which usually used in the class and how they give their responses about it.

The third step is an interview, the Interview consisted of some questions that related to the topic of this research. It conducted after the researcher observing and giving the questionnaires. This technique is intended to direct opinion of teacher and students experience in English learning process orally. There are 5 questions for the interview. Actually, the content of this questions is same with the questionnaires, because the researcher wants to clarify the informant's answer.

The fourth step is documentation, In this research, to make a strong data, writer be used the documentation :

1. Present list, to determine the amount of presence and activeness in following language activities.
2. Photo, to be able to provide concrete evidence of the data obtain and it supports the data that find.
3. Video recording, to record the interview section.

2. Data reduction

Data reduction is resuming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction provide a clearer picture and ease the researchers to collect the next data. From the above explanation after researcher collect data from questioner to 20 people in third grade. So the researcher does, collector summarizing and taking notes carefully and detailed in order easier in next data display.

3. Data display

In the display of qualitative research, data may present a brief description, chart, and relations between categories or text narrative. From the explanation above, researcher elaborate in detail what are the teacher's questioning patterns in English classroom interaction and how is the student's responses in English classroom interaction.

4. Conclusion Drawing Verifying

Conclusion and verification are writing the conclusion and answering the various problem with formulating strong evidence and supporting in the stage of data collection. Qualitative research is new findings that previously did not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear. (Sugiono, 2009, p. 52)

G. Data Endorsement

The relevant data are observed and investigated by the writer. There are four techniques to get validity of the data, namely credibility, transferability, dependability, and conformability. (Sugiono, 2007, p. 366)

1. Credibility

The credibility of qualitative research is to test the credibility of the data or the reliability of the data results of the research. The success exploring a complex issue or benefiting towards the data results of the research. In this study, researcher tests the credibility of the data or the reliability of the data results of the research, the researcher do some testing techniques, among others, to the extent of the questioning pattern by the teacher and the student's responses in English classroom interaction.

a. The Existence of students responses

The existence of students responses is an observation of the researcher returned to the field, doing observation, questionnaires, interview with the data sources that ever met neither new ones. In this case the researcher return to the field to check out the data, whether the data is correct or not.

Related to this study, the researcher observes more in the school with the students to know the questioning pattern by the teacher to the students with their responses about it.

b. Triangulation

It would examine the credibility of data by examining the data to the source of data by observation, questionnaires, interview, and documentation. William Wiersma via Sugiono state that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. (Sugiono, 2007, p. 372)

2. Transferability

Transferability is External validity which indicates the degree of permanence or can apply the research results to the population in which the samples are taken. This transfer value relates to the question until the results of the research can be applied or used in many situations. From the explanation above, researcher provides a detail, clear, systematic and trusted description about the phenomena that occur in the school. The stages of research and research results in order the reader can get a very clear explanation. Then, it can apply the results of this research in other places.

3. Dependability

Dependability is a test with the audit to the overall research process. The researcher often does not the process of the research field, but it can

provide the data. From the explanation above, a researcher shows the evidence of the field activity starting from decisive focus, time of gaining the data, how to specify a data source, how to conduct data analysis and make the conclusion.

4. Conformability

Conformability is the of objectivity in research. The research judge is objective when the research result has been agreed by a lot of people.

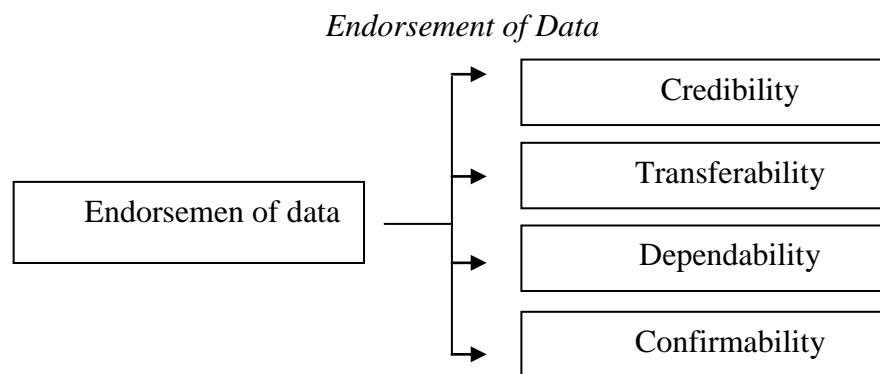


Figure 3.1Endorsement of data

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher explains the result of the research on the Teacher's questioning patterns and student's responses in English classroom interaction of SDIT Alam Ikm Al Muhajirin Palangka Raya.

A. Data Presentation

The technique of data collecting has been clearly described in the design of the research on chapter III. Furthermore, the result of the research is as the following:

1. The Result of Observation

The observation was conducted as supporting data. After interviewed the students and the teacher, the researcher did observation about the place, subject, object, teaching-learning process and questioning patterns that use by an English teacher. This observation was aimed to investigate teaching and learning process in the class in particular when the teacher gave questioning patterns to the students. The researcher did observation four times.

First observation conducted on Tuesday, 7th of March 2017 at 09.30 – 10.00 a.m in teacher's office of SDIT Alam IKM Al Muhajirin Palangka Raya. In first observation, the researcher tried to investigate the questioning patterns that used by an English teacher when she taught the

students. The researcher asked the teacher about the questioning pattern which usually used by her, the student's responses and understanding.

Second observation conducted on Friday, 10th of March 2017 at 09.30 –10.00 a.m in third-grade classroom of SDIT Alam IKM Al Muhajirin Palangka Raya, the researcher observed teaching and learning process in the class when the teacher gave some of questioning patterns to the students.

From second observation, the teacher gave questioning patterns with following steps:

- a. The teacher asked the students as brainstorming such as “do you know this picture? What is this?”
- b. The teacher asked the students responses about the picture which asked by the teacher previously.
- c. The teacher gave some materials which related the topic.
- d. While gave the materials the teacher also gave some questions which related the materials to make the students active in the classroom as the classroom interaction. Commonly, the teacher used what questions.
- e. The teacher asked the students to up their hands when the students want to answer and the students mention their answer.

The third observation, conducted on Wednesday, 15st of March 2017 at 09.30 –10.00 a.m in SDIT Alam IKM Al Muhajirin Palangka Raya area, the researcher observed teaching and learning process in the class. The last

observation, conducted on Friday, 17th of March 2017 at 09.30 –10.00 a.m in third-grade classroom of SDIT Alam IKM Al Muhajirin Palangka Raya, the researcher observes the students when they gave the responses to the teachers questions.

The students gave their responses with following ways:

1. Students up their hands after the teacher gave the questions.
2. The teacher point the student who would answer.
3. The students who chosen by the teacher gave their answer or responses.

2. The Result of Questionnaire

The questionnaire was given by the researcher to the students in the English classroom, especially in the third grade. The questionnaire is about the questioning patterns which used by the English teacher, the students' understanding about the teachers' questions, and their responses about it. From questionnaire, the researcher found the questioning patterns which given by the teacher is WH question, most of the students understand the teacher's questions, their active to answer the teacher's questions.

3. The Result of Interview

The interview was conducted as supporting data. After collected student's questionnaire, the researcher interviewed ten students and an English teacher. This interview was aimed to know the fact about students' responses toward questioning patterns which given by English teacher,

their understanding, and responses. The researcher conducted it on Tuesday, 18th of April 2017 at 9.30 – 10.00 a.m in grade 3 classroom. The questions of the interviewed consisted five questions for students and six for the teacher. From the interview, the researcher found that the questioning patterns which used by the teacher are WH questions but only what question which dominate in the learning process, besides that the students confidence to mention their responses.

4. The Results of Documentation

The researcher did documentation as supported the data. The aim of documentation in this study were to record all of the data in a research and also as proof of research. For documentation, the researcher collected interview results (field note or recorder), photos of the interview, syllabus and inerebible by the teacher during did research.

5. The Results of Field Notes

The researcher used field as supporting data. Field notes were often referred to in a qualitative research, it was a description and accounts of the event in the research context which written in a relatively factual and objective style. In this study, the aim of field notes were to record the data where it was not possible to collect data using observation or interview. The researcher made field note when did pre-obeservation, from the field notes the researcher got the data as follows: the teacher always used questioning patterns. Students usually answered teacher's question.

B. Research Findings

This chapter would present the result of the study and discussion. The finding is designed to answer the research problem by using observation, interview, and questioner. This section covers data finding or teacher and students response toward the teacher questioning patterns and students' responses in English classroom interaction of SDIT Alam IKM Al-Muhajirin Palangka Raya.

1. The teacher's questioning patterns in the classroom

The result of observation and interview with the teacher, the researcher can answer the first problem that is "what are the teacher's questioning patterns in English classroom interaction?" from the data observation the teacher's questioning patterns which used by English teacher are what question, when question, yes/no question, short answer/retrieval-style question, referential question, and non-referential. And from interview data with the English, the researcher know that the teacher's questioning pattern which her usually used is what question because she thought that if she uses others questioning pattern sometimes the students not understand the questions. This result related with the data interview from the students, almost them said that the teacher's questioning pattern which used by the teacher is what question. For the example are "what the meaning of?".

To ensure the use of the body language for the questioning patterns and student's responses in SDIT Alam IKM Al-Muhajirin Palangka

Raya, researchers conducted observations is to see directly-process of teaching and learning in the third grade, 4 times meetings for the observation and 2 times meetings for the interviews and then 2 times for the questionnaire and documentation.

Table:4.1 Table Indicator of checklist

No.	Teacher Activities	Yes	No
1.	Guru bertanya menggunakan pola pertanyaan”what” pada siswa didalam proses belajar-mengajar bahasa inggris	√	
2.	Guru bertanya menggunakan pola pertanyaan “when” pada siswa didalam proses belajar-mengajar bahasa inggris	√	
3.	Guru bertanya menggunakan pola pertanyaan yes/no question pada siswa didalam proses belajar-mengajar bahasa inggris	√	
4.	Guru bertanya menggunakan pola pertanyaan shot answer/retrieval-style question pada siswa didalam proses	√	

	belajar-mengajar bahasa inggris		
5.	Guru bertanya menggunakan pola pertanyaan display question pada siswa didalam proses belajar-mengajar bahasa inggris	√	
6.	Guru bertanya menggunakan pola pertanyaan referential question pada siswa didalam proses belajar-mengajar bahasa inggris	√	
7.	Guru bertanya menggunakan pola pertanyaan non- referential question pada siswa didalam proses belajar-mengajar bahasa inggris	√	

From the observation checklist above the researcher conclude that:

1. The teacher asked the students use “what” questioning pattern in the English teaching-learning process. Teacher asked using what at 02.15 in the vedio.
2. The teacher asked the students use “when” questioning pattern in the English teaching-learning process. Teacher asked using what at 04.12 in the vedio.

3. The teacher asked the students use “yes/no” questioning pattern in the English teaching-learning process. Teacher asked using what at 05.15 in the vedio.
4. The teacher asked the students use “shot answer/retrieval-style” questioning pattern in the English teaching-learning process. Teacher asked using what at 05.36 in the vedio.
5. The teacher asked the students use “display” questioning pattern in the English teaching-learning process. Teacher asked using what at 06.27 in the vedio.
6. The teacher asked the students use “referential” questioning pattern in the English teaching-learning process. Teacher asked using what at 07.01 in the vedio.
7. The teacher asked the students use “non-referential” questioning pattern in the English teaching-learning process. Teacher asked using what at 07.33 in the vedio.

2. The students’ responses towards questioning patterns in English classroom interaction.

From the questionnaire data, the researcher found that the students gave their responses by confidence, they really want to know about the questions, and try to answer all of the questions which given by the teacher. From the interview data, almost them said that if they want gave the responses of the questions they always up their hands and said what their responses/answers. The students gave the positive responses to the

teacher's questions well, it showed from more than half students answer "agree" that they confidence and brave to mention their responses.

a. Questionnaire

To obtain data on students' response to discuss English learning teacher's questioning patterns and student's responses using yes/no, short answer/ retrieval-style questions, display questions, referential questions, and non-retrieval or imaginative questions, researchers use a questionnaire, in filling out the questionnaire, the researcher asked for help from their English teacher (Siti Fatimah, S.Pd) to guide students fill out the questionnaire, it is researchers do for students to fill out a questionnaire with correct and appropriate and in accordance with the intent of the student against its own responses to teacher's questioning patterns and student's responses used by teachers and students in teaching English, this is because the situation of students who experience the condition of mental retardation, and also to ensure that the data obtained from the questionnaire is valid and no one in conveying the intent of students to fill in the questionnaire. students who become filler questionnaire totaled 14 students of the third grade of SDIT Alam IKM Al-Muhajirin Palangka Raya are classified into mental retardation. the results of the questionnaire the students towards learning English using yes/no, short answer/ retrieval-style questions, display questions, referential questions, and non-retrieval or imaginative questions are as follows:

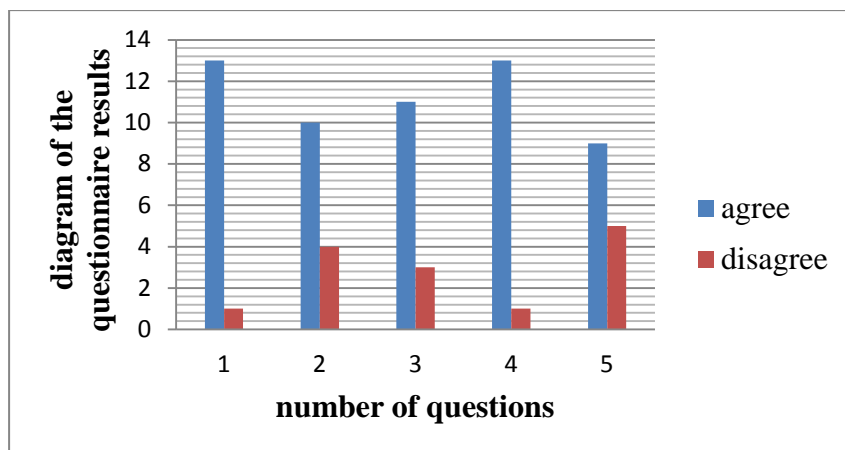
Table:4.2 results of questionnaire

No	Pertayaan	Setuju	Tidak setuju
1	Seberapa sering guru memberikan pertanyaan dalam pembelajaran bahasa inggris?	13 Students	1 Student
2	Apakah pertanyaan guru mudah dipahami?	10 Students	4 Students
3	Apa kamu mengerti dan bisa menjawab pertanyaan guru?	11 Students	3 Students
4	Apakah kamu tertarik dalam menjawab pertanyaan guru?	13 Students	1 Student
5	Apakah kamu merasa percaya diri dan berani mengungkapkan jawaban atas pertanyaan guru?	9 Students	5 Students

From the questionnaire above the researchers obtained answers about student responses in SDIT Alam Ikm Al-Muhajirin Palangka Raya consist of 21 students but only 14 students responses the question because other students were absent. the result shown that question number 1 Students state that the teacher often asks the students in the English learning by 13 students answer “agree” and 1 student “disagree”. From the question number 2 students state the teacher questioning is easy to comprehend by 10 students answer “agree” and 4 students “disagree”. From the question number 3 the students understand and can answer the teacher’s questions by 11 students answer “agree” and 3 students “disagree”. From the question number 4 students state that the interest to answer the teacher’s question by 13 students answers “agree” and 1 student “disagree”. In the last question students state that they feel confident and brave to mention their answer to the teacher’s question by 9 students answer “agree” and 5 students “disagree”.

From the questionnaire above the researcher make the diagram as follow:

4.1 diagram of questionnaire



The diagram above showed that almost the students agree with the questions of the questionnaire. And it showed that students gave the positive responses about it.

After questionnaire and get the results of the field that English teachers in SDIT Alam IKM Al-Muhajirin Palangka Raya using yes/no, short answer/ retrieval-style questions, display questions, referential questions, and non-retrieval or imaginative questions in Teaching English, the researchers conducted interviews to the teacher that SF as an English teacher, from the interview researchers presented two major responses that ensure that the teacher recognizes that using yes/no, short answer/ retrieval-style questions, display questions, referential questions, and non-retrieval or imaginative questions patterns in teaching the

English language and the teacher's questioning patterns is successful in teaching English to students, transcript of the interview is as follows:

Interview with the English teacher on 6 April 2017 at 9:53 Web in SDIT Alam IKM Al-Muhajirin Palangka Raya.

Mrs. SF

1. *"What...." sejauh ini "What" kalau yang.... itu pun mereka belum paham kita cuman pakai what the meaning. Kecuali, what day, what Tuesday, pertanyaan begitu paham. Kalau sudah masuk materi... ini evaluasi kalo? kosa kata biasanya langsung menyebutkan kosa kata saja mereka otomatis langsung paham semua.*

“What... as far as “What” if.... they do not understand it yet we only used “what the meaning” except “ what day” “what Tuesday” it questions understandable. If already enter the material is its evaluation? The vocabulary usually. Direct to mention it's vocabulary only. Automatically, they understand.”

2. *Kalau yang mentranslet itu otomatis mereka sudah lancar tapi kalau makai pola pertanyaan what, when, where itu masih belum paham.*

“If to translate it, automatically they already fluent. But, if used question pattern “what, when, where” they do not understand yet.”

3. *Kalau kelas 3 kalau 2 jam 20 kalau 1 jam 10*

“Whether, in the 3rd grade if 2 hours is 20 if 1 hour 10.”

4. *Bu itu apa artinya dituliskah bu atau mereka otomatis jawab kaya gitu saja*

“Maam. What the meaning of it ? is it written, ma’am? Or they automatically answer like that.”

5. *Kalau benar good pakai gerakan biasanya tapi kalaunya... salah biasanya cemberut ekspresinya saja.*

“ if true “good” usually used gesture but if false usually used expression only.”

6. *Mengulang pertanyaan menegaskan dengan gerakan tubuh*

“ repeat the question. Clarify used body language.”

Based on the explanation from the interview above the researcher concluded. That is the learning process the students not understand all of the teacher’s question. Usually, the teacher used questioning patterns “what”. The students do not understand if the teacher used questioning patterns such as how, when and where. For the translation’s activity the students easier to understand it. For the allocation time, usually, the teacher asked students to question for 1 hour. If any student does not understand the teacher’s question. The teacher repeats or clarifies the question.

In addition, in order to reach the instruction purposes above, the teaching process must belong to the effective and interesting questions. The strategies are the soul of the teaching activities.

Interview with the students on 6 April 2017 at 9:53 Web in SDIT Alam IKM Al-Muhajirin Palangka Raya.

IF

“guru biasanya menggunakan kata what dalam pertanyaaan. Biasanya saya merespon pertayaan dengan cara angkat tangan untuk menjawab pertayaan. Pertayaan yang diajukan sekitar 15-20 pertayaan. Dan untuk merespon guru lebih sering menggunakan bahasa tubuh. Sedangkan jika kami tidak menjawab pertayaan sering melimpar pertayaan ke siswa lain”.

“IF said that. The teacher used the word “*what*” in question. Usually, I responded the question with up my hand to answer the question. Usually, the teacher gives 15-20 question and to respond, the teacher used body language. Whereas if they can’t answer the question, usually she gave the question to other students.

MAF

“guru biasanya menggunakan kata what dalam pertanyaannya. Biasanya saya merespon pertayaan dengan cara angkat tangan untuk menjawab pertayaan. Pertayaan yang diajukan banyak. guru merespon sering menggunakan bahasa tubuh. Sedangkan jika kami tidak menjawab pertayaan yang diberikan biasanya diganti pertayaan lain”.

MAF said that. The teacher used the word *what* in her question. Usually, I responded the question with up my hand to answer the question. The

teacher usually gave many questions. The teacher which given changed responded usually used body language. Whereas if we can't answer the question, usually give the question to other people.

RBD

“untuk menanyakan biasanya menggunakan kata what dan how saat dia bertanya. Biasanya saya merespon pertanyaan dengan gembira dan angkat tangan untuk menjawab pertanyaan. Pertanyaan yang diajukan banyak. Guru merespon lebih sering menggunakan bahasa tubuh. Sedangkan jika kami tidak menjawab pertanyaan yang diberikan biasanya diganti pertanyaan lain”.

“RBD said that. To asked, usually, The teacher used the word *what and How* when she used. Usually, I responded the question with happy and up his hand to answer the question. The teacher gives many questions and often using body language. Whereas if they can't answer the question, usually give the question to other people.”

AHS

“Guru biasanya lebih sering menggunakan kata what dan where saat bertanya. Biasanya sebelum menjawab pertanyaan saya berpikir terlebih dahulu. Pertanyaan yang diajukan banyak. Dan untuk merespon guru lebih sering menggunakan bahasa tubuh. Sedangkan jika kami tidak menjawab pertanyaan yang diberikan biasanya diganti pertanyaan lain lagi”.

AHS said, the teacher often using *what and where* in question. Usually before answer the question, he thinks previously. The teacher gives many questions and using body language. Whereas, if they can't answer the question, usually change other question.

Based on the interview with all above students. If the teachers usually more often used what, when and where. Because the questioning pattern more often used in daily. And then in giving responded to teacher questions. The student gave today language with up to hand. And the teacher change with other question.

C. Discussion

The discussion is view some topic based on interviews with a teacher and students at the SDIT Alam Ikm Al Muhajirin Palang Raya about teacher's questioning patterns and student's responses in English classroom interaction.

1. The teacher's questioning patterns in the classroom

After observing and got the results of the field that English teachers in SDIT Alam IKM Al-Muhajirin Palangka Raya using what, when, yes/no, short answer/ retrieval-style questions, display questions, referential questions, and non-retrieval or imaginative questions in Teaching English, the researchers conducted interviews to the teacher that SF as an English teacher, from the interview researchers, presented that the teacher commonly used what questions in the classroom, because she felt that students rarely understand with her

answer if she used another type. But, if students did not understand with the questions, sometimes she used her gesture or example to make students easily to understand what the answer is about. So, it could be make the students easily to gave their responses or their answers.

This result appropriate with the study from Lesty Narwasti ndun, “Teacher Question in Junior High School English Classroom”. The findings indicate that in the question type, display question were highly uttered by the teachers rather than a referential question. In display questions, the biggest category of questions asked by the teachers was complete pronominal questions, which are questions in the form of WH questions. Meanwhile, for 7 referential questions, there were 4 complete pronominal questions and 3 complete verbal questions, posed by the teachers.

2.The students’ responses towards questioning patterns in English classroom interaction.

From the questionnaire, the student's confidence and brave to gave their responses and always up their hands before mention their answer. So, it means that students gave their responses positively with their actions to answer/respond the teacher’s question. They always try to answer what the teacher’s question, whether is it true or not.

This result related with Risma Rahmawati, “Student’s Responses Toward The Implementation Of Theme-Based Teaching In Eyl”. The purpose of this study was conducted to find out what the students’ responses were the activities presented in the classroom as the implementation of Theme-Based Teaching. This research was carried out to the third graders in one primary school in Bandung Based on the research findings, it is revealed that the students responded to the reading activities presented in the classroom positively by actively participating in each activity.

CHAPTER V

CLOSING

This chapter presents the conclusion of the study. Some suggestion related to the result of the study is also included in the end of the chapter.

A. Conclusion

Based on the result of the study, some conclusion can be drawn as follows:

The teacher's questioning patterns and student's responses in English classroom interaction of SDIT ALAM IKM AL MUHAJIRIN Palangka Raya used by the teacher were the What, When, Yes/No Question, Shot Answer / Retrieval Style, Referential Question, Non-Referential Question, and Display Question. The reason why the teacher What in the questioning of SDIT ALAM IKM AL MUHAJIRIN Palangka Raya because in this level the teacher focus to make students get many new vocabularies. So the teacher often asks students to translate the words. The describe problem face English teacher using What in the questioning of SDIT ALAM IKM AL MUHAJIRIN Palangka Raya. The teacher's problem in teaching there is not every student understand what teacher said.

The students gave positive responses toward the teacher questioning, because they active and try to answer what the teacher asked to them, confidently. They always up their hands before they gave their answers. In spite of they can't answer correctly, they still try to looking for and think to much what the answer of the teacher's questions.

B. Suggestion

The suggestion would be proposed for the English teacher and other researchers are as follows:

The researcher recommended that the teacher should be able to use all the type of questioning patterns. And apply it into the classroom interaction to improve the students knowledge, but she has to consider the grade of the students. Beside that, the English teacher expects what the students' responses before she give the questions. So, she can handle or give the response to the students' responses.

For the future researchers, the researcher suggest to future researcher to add other references to know about teacher's questioning patterns and student's responses deeply.

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